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ABSTRACT

This annotated bibliography contains evaluations of selected source materials in ethnic studies for teachers and students. It is divided into Multi-Ethnic Resources, Italian-American Resources, Polish-American and Slavic-American Resources, German-American Resources, and Norwegian- and Swedish-American Resources. At the end of every annotated entry are evaluations made by various journals and the evaluation of the bibliography editor. The sources were examined to determine if they covered certain aspects of the ethnic group. These aspects included (1) history and conditions of the people in the particular country; (2) reasons for immigration; (3) experiences of the group and individuals as they underwent immigration and resettlement; (4) attitudes of other people in America toward the ethnic group; (5) discrimination and prejudice the ethnic group faced; (6) aspirations and goals of the group; (7) social, economic, political, and cultural conditions and processes; (8) positive and negative contributions of the group; (9) individual contributions; (10) ethnic experiences in rural and urban areas; (11) representation of the ethnic group in different walks of life worthy of emulation; (12) the question of acculturation versus pluralism; and (13) current developments towards pluralism or assimilation. (BD)

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# A MODEL PROGRAM IN MULTI-ETHNIC HERITAGE STUDIES

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## ANNOTATED BILBIOGRAPHIES OF ETHNIC STUDIES MATERIALS

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# ANNOTATED BIBLIOGRAPHIES OF ETHNIC STUDIES MATERIALS

by Dan Paquette

This bibliography contains evaluations of selected source materials for teachers and students. The reader, after looking at a few entries will note that the majority of sources undergoing scrutiny will be most useful in supplying background information to teachers so that they can develop their own curriculum units. Only a few commercial classroom materials have been included.

These materials were evaluated using a modified form of the criteria James A. Banks uses in Teaching Strategies for Ethnic Studies (1975, pages 485-487). A source was examined to see if it covered certain aspects of the ethnic group. The more aspects the source dealt with, the more utility the source was thought to have. The editor looked for coverage of the following aspects: 1) history and conditions of the people in the particular European country, 2) reasons for emigration, 3) the experiences of the group and individuals as they underwent immigration and resettlement, 4) the attitudes of other people in America toward the ethnic group, 5) any discrimination and prejudice the ethnic group faced, 6) the aspirations and goals of the group, 7) the social economic, political, and cultural conditions and processes at work among the new Americans, 8) the positive and negative contributions of the group, 9) individual contributions, 10) ethnic experiences in both rural and urban areas, 11) representatives of the ethnic group in different walks of life worthy of emulation, 12) the question of acculturation versus

pluralism, and 13) current developments toward pluralism or assimilation.

In addition, certain overall characteristics were desired. Works were examined for their accuracy and the amount of filiopietism - a large amount of which would be deemed undesirable. The ideal source would be well supported by research and yet easily read by teachers. The work should delve into the lives of the immigrants, and through their testimony, make it possible for the reader to feel the things that ethnic groups have experienced.

At the end of every annotated entry are evaluations made by various journals and the evaluation of the editor. The evaluations of other journals were interpreted into one of four grade levels (++, +-, -+, --), "++" is the highest evaluation and "--" the lowest. A journal review was graded by the number of negative statements made by the reviewer as well as the amount of enthusiasm shown for the work. The editor's evaluation on the other hand, is largely based on the amount of utility the work offers to teachers as well as how it fulfilled the other criteria listed by the editor.

Since countless bibliographies for teachers have been prepared on Afro-Americans, Chicanos, Native Americans, Puerto Ricans, and Asian-Americans, these bibliographies (with the exception of multi-ethnic bibliography) deal only with the white ethnic experience. There are five bibliographies in this series:

1) Multi-Ethnic Resources
2) Italian-American Resources
3) Polish-American and Slavic-American Resources
4) German-American Resources
5) Norwegian and Swedish Americans Resources

MULTI-ETHNIC RESOURCES

Annotated Bibliography

Abramson, Harold J. ETHNIC DIVERSITY IN CATHOLIC AMERICA. Wiley. $11.95. Tables. 207 pages. 13.25 Teacher's materials.

The emphasis here is on the practice of Catholicism which has a unique flavor among six ethnic groups. The author uses the results of several research studies in making many of his observations. Well documented.

The study looks at attitudes and degree of commitment to the Catholic Church, as well as rates of intermarriage. Differences are noted between first, second, and third generation Americans. The reading is concise and somewhat difficult. Catholic high school teachers may be able to combine religious and social studies units using this source.

Christian Century ++
Choice +-
Our Evaluation +-

Anderson, Charles H. WHITE PROTESTANT AMERICANS: FROM NATIONAL ORIGINS TO RELIGIOUS GROUP. Prentice-Hall, 1970. Appendix. Index. 188 p. (Ethnic Groups in American Life Series) Teacher's Materials. pap 2.95 hard cover 6.95.

A work which emphasizes the distribution of certain ethnic groups and their assimilation into American society. The groups included are Finnish, Welsh, Scotch, German, Scotch-Irish, Dutch, Swedes, Norwegians, and English. Some of the famous personalities of each group are mentioned. The occupations, political affiliations, marriage patterns, attitudes of others, and attitudes of the group are included for each group. The second part of this work deals more with white protestants and their beliefs, clubs, organizations, participation in civil areas, position in the class structure, and their degree of religiousity. Thus, the first half of the book deals with separate ethnic groups; the second half deals with these groups as a whole which can be identified as white Protestants.

Teachers should be careful in using this source since at times cultural traits of ethnic groups are seen as making one group less valuable than another. Take for example, the following: "Swedes in America have been too methodical, unemotional, and withdrawn ever to have incubated many noted politicians, artists, inventors, intellectuals, and adventurers." The author, however, does show some positive aspects of Swedish contributions. Teachers can use this source for understanding the manner in which these groups were more susceptible to assimilation than many other A somewhat parallel work to Abramson's work mentioned above.

Choice +-
Booklist +-
Our Evaluation +-

Eiseman, Alberta. FROM MANY LANDS. Atheneum, 1970. Photos. Reprods. Appendix. Bib. Index. 216 pages. $6.75 Grades 6-10

Well written and motivating for Junior high school students. Eiseman covers Jews, Irish, Southern Europeans, Scandinavians, Orientals, and Italians, but she fails to deal with the other major groups. The author looks at the immigrant's reasons for coming to America, their experiences in this country, and the kind of work they undertook. Eiseman also looks at immigration policy. This work is not quite as good as the source listed above insofar as dealing with barriers and attitudes of other Americans. In addition, if used as a text, it should be supplemented in much the same manner as the above source, along with material on Blacks, Chicanos, and Puerto Ricans. It's not as comprehensive as American Fever. Good photographs.

Library Journal ++
Bulletin of the Center for Children's Books +-
Our Evaluation +-

Fleming, Thomas J. THE GOLDEN DOOR: THE STORY OF AMERICAN IMMIGRATION. Norton: Grosset, 1970. O.P. Photos. Reprods. Appendix. Bib. 214 pages Grades 6-9

The author deals with the arrival of different groups of immigrants, how they lived in their new country, and the attitudes of other Americans toward them. The photographs and reproductions are of very good quality. The author's manner in dealing with stereotypes and prejudice are sometimes poorly done. The author sometimes overgeneralizes and creates stereotypes: e.g., The Nisei "got better marks in school than their white classmates." The index is incomplete, but immigration statistics since 1820 are helpful. There are separate chapters on different groups. The teacher would find other books more comprehensive and more motivating dealing with the historical perspective of ethnic groups.

Bulletin of the Center for Children's Books --
Library Journal -+
Our Evaluation --

Greenleaf, Barbara Kaye. AMERICAN FEVER: THE STORY OF AMERICAN IMMIGRATION. Four Winds (Scholastic), 1970. Distributed by School Book Service., 1970. Photos. Reprods. Appendix. Index. 288 pages 5.88 Grades 9-12.

This work points out many important historical aspects of different immigrant groups. Including attitudes towards the immigrants, discrimination, conflict, and contributions of different cultures. The ethnic groups covered are: Irish, Eastern and Southern Europeans, British, German, Scandinavian, Blacks, Puerto Ricans, Chinese, and Japanese. This book has been recommended for secondary level social studies, but at this level it should probably be supported with material illustrating individuals of different ethnic groups who have made contributions in different walks of life. Other materials would be necessary for stressing

the new movement towards pluralism. This work was not intended for classroom use, but teachers could readily adapt it for that purpose.

Library Journal ++
Booklist ++
Bulletin of the Center for Children's Books ++
Our Evaluation +-

Greeley, Andrew M. WHY CAN'T THEY BE LIKE US? Dutton, 1971. Tab. Bib. Index. 224 pages $6.95 Teacher Materials

Greeley looks at similarities and differences between four major white ethnic groups: the Poles, Italians, Greeks, and Slavs. Different aspects of each group are seen as adding to the quality of city life. The negative aspects center on prejudices and power struggles among the groups. Greeley explores the reasons why these groups still exist as identifiable groups, and why the melting pot is only a fantasy. The author also views the different groups in terms of alienation, religion, and community relations. Most of the conclusions Greeley draws are based on empirical evidence from sociological studies.

Choice ++
Library Journal ++
Our Evaluation +-

Handlin, Oscar. A PICTORIAL HISTORY OF IMMIGRATION. Crown, 1972. Illus. Bib. Index 344 p. 12.50

The excellent selection of pictures, drawings, photographs, paintings, etc. are held together by the text which describes immigration from the earliest times to the post World War II era. The text and pictures portray the ethnic pluralism which built America. Handlin also notes the contributions different groups have made to America. Excellent technical quality. The author also takes a look at the reasons why the different groups left the old world.

Handlin is a well known historian in the area of immigration, so that even without the more than 1000 illustrations, the text is of a high calibre and well organized. However, some of the pictures lost some quality in reduction of size. Handlin also has been criticized in this work for not mentioning the new emphasis on pluralism today. Nor does he mention the brain drain.

Library Journal ++
Publisher's Weekly ++
Choice --
Our Evaluation +-

Handlin, Oscar. THE UPROOTED. 2nd. ed. enl. Little Brown, 1973. 333 pages 8.95, 3.95 p.b. Grades 11- and Teacher's Materials

This new edition of the original excellent work adds new ideas and conclusions about immigration and ethnicity. These new perspectives were drawn from recent research. Handlin's first edition deals with white European immigration from 1820 to 1920. Specific ethnic groups are not treated in separate chapters. One weakness is that there is no index for finding sections dealing with specific groups. Handlin, however, in looking at European immigrants as a group points out the countless hardships they faced in crossing the ocean, holding on to jobs, the attitudes of the Yankee Americans toward the immigrants, and the painful adjustments immigrants had to make in the new world. Handlin looks at social life, religion, politics, and education in order to illustrate the kinds of adjustments the immigrants had to make. Handlin writes in a manner that lets the reader feel the experiences of the immigrants. Teachers may wish to use this source for pointing out the problems European immigrants had, and also to illustrate pressures in the direction of assimilation.

Choice ++
New York Times Book Review ++
Our Evaluation +-

Kennedy, John F. A NATION OF IMMIGRANTS. Harper, c1964. Photos. Reprods. Bib. Appendix. 111 pages 5.49. 1.25 p.b. Grades 9 -

Largely a tool for pointing out the discriminatory nature of immigration quotas based on place of origin, A Nation of Immigrants attempts to trace the history of immigration in America and the cultural and economic contributions of different groups. Kennedy cites the Chinese Exclusion Acts as an example of the racist paranoia which was still manifested in the quota systems at the time of his death. Kennedy doesn't take a real strong stand for pluralism, but he maintains that ethnic identities can be allowed and continuation of existence in America. This work provides brief summaries of facts on ethnic groups, and stresses contributions and prejudices. Teachers will find this book helpful in understanding attitudes toward immigrants and subsequent immigration policies. For classroom use, Many Peoples, One Nation covers many more aspects of multi-ethnic studies including the nature of prejudice and stereotyping, and it encourages self-evaluation of one's attitudes. This work of Kennedy's is simply written with much feeling. No index.

Library Journal ++
Newsweek ++
Our Evaluation +-

Moquin, Wayne, ed. MAKERS OF AMERICA. Volumes 1-10. Chicago: Encyclopedia Britannica Educational Corporation, 1971. Index. Bib. Photos. Reprods. Write to publisher for price. Grades 7-12.

This excellent collection captures the feelings of the immigrants and those witnessing the coming of the immigrants. Each volume covering a number of years begins with an overview of the time period. The

of the volume deals with different racial, ethnic, and religious groups. Because the 700 or so historical documents are arranged chronologically, many of the groups (about 65 in number) are treated in several volumes. Volume 10 has an ethnic index, a proper name index, an author-source index, a topical index, and an illustration index. Under Greeks in the ethnic index, one would find topics such as "in Hawaii," "in the labor market," "newspapers," "racial humor," "violence against," "in Chicago," "education," "quota for," etc. The indices will allow the reader to find the material he is looking for quickly.

These carefully selected documents will provide much information for teachers and students. Designed as a reference collection, teachers will find that these articles lend themselves well to activities such as role playing and values clarification. Teachers utilizing these sources should not look for answers to questions like diversity vs. unity. These articles will lead to fruitful discussion on such questions if teachers readily adapt the materials. This collection covers the period from 1535 to 1970. Teachers should be on the lookout for articles written since 1970 to add to this wonderful collection.

Social Education +-
RA ++
Catholic Library World ++
Our Evaluation ++

Novak, Michael. THE RISE OF THE UNMELTABLE ETHNICS. Macmillan, 1973. Bib. Index. 376 pages $7.95 p.b. 1.95

Novak's book has been attacked because he makes WASP's the scapegoat for all of the problems the PIGS (Poles, Italians, Greeks, and Slavs) encounter. Blacks also may be offended by some of the implications of Novak's comments. For example, Novak says that WASP's were responsible for legislation forcing integration, but the WASP's don't have to open their schools and neighborhoods to Blacks. It's the PIGS who have to live under the WASP decisions. The media, the Presidency, and corporate enterprises are scrutinized for their roles in perpetuating elite policies and elite culture. These patterns tend to disrupt family ties and dissolve worthwhile ethnic values. Novak feels that minorities should unite and work for solutions he outlines. Part of this work is based on 150 interviews done in the Boston area. While there may be some definite weak points in this work, teachers will find it useful from the standpoint that Novak's argument about WASP-PIG relationships really extends the assimilation stories of Wittke and Anderson right up to the present. It's also a useful complement to the material Andrew Greeley stresses in the current observations of pluralism. In ethnic studies, the present as well as the past should be emphasized.

American Scholar --
Commonweal -+
Our Evaluation +-

Rose, Peter I., ed. MANY PEOPLES, ONE NATION. Random, 1973. Photos. Guide Questions. 313 pages. Grades 8-11

This excellent work designed for classroom use is probably the best single source for this purpose. Excellent selections of authors like Kennedy, Rose, James Fenimore Cooper, Frederick Douglass, and Dr. Suess are brought together with the intent to encourage the development of favorable attitudes toward ethnicity and pluralism. In addition, the personal experiences of individuals of different ethnic groups are told in an interesting manner. The treatment of some groups is sometimes a little uneven, but the teacher can fill in some of the gaps as the format of this book is so conducive to discussion. In addition to ethnic experiences, selections are included which deal with prejudice, promotion of Anglo Saxon culture through movie stars, equality, reasons for migration, attitudes toward immigrants, mixed ethnic families, and some present day issues. Rose deals with Poles, Germans, Native Americans, Jews, Chinese, Japanese, Greeks, Chicanos, Italians, Afro-Americans, Irish, Swedes, and Puerto Ricans. Some other groups briefly mentioned are Lebanese, Filipinos, Czechs, Tejanos, etc. The selections are thought provoking and of high literary quality.

Teachers will want to present additional questions to the students in addition to the study questions provided in the text; otherwise the student may form undesirable attitudes in relation to racism and prejudice. The author has provided material designed for critical thinking on the part of the students. In any case, the teacher should order the teacher's manual along with the student texts in order to reap the full benefits of this splendid book. This book is not suited for independent study. Photographs range from fair to excellent. No index. Attractive format.

Our Evaluation ++

Wittke, Carl Frederick. WE WHO BUILT AMERICA. Prentice-Hall, 1939. Teacher's materials.

The historical aspect of immigrations and causes for immigration are well treated. The author has been praised for his objective historical viewpoint and the absence of polemic treatment or idealization of immigrant groups. He covers most of the major groups except Afro-Americans, Native Americans, and Puerto Ricans. He points out contributions of different groups and famous people who are members of particular ethnic groups. While many sections of this book are not in the pluralistic spirit, the author traces very clearly the history of problems connected with groups inabilities or unwillingness to be immediately assimilated, which resulted in all kinds of discriminatory legislation and taxes. The "desired" melting pot and American mainstream can be traced back to its earliest days in Wittke's account. This volume also tells of the conditions of many of the ethnic groups in the 1920's and 1930's including ethnic newspapers being published, social organizations, and reactions to world events, particularly those affecting their homeland. While this book needs to be supplemented by information covering the period between 1940 and 1975, it is valuable for its illustrations of attitudes toward ethnic groups, contributions, history of the melting pot ideology, and summative chapters on different groups.

American Journal of Sociology ++
New Republic ++
Our Evaluation +-

## ITALIAN-AMERICAN RESOURCES

### Annotated Bibliography

Amfitheatrof, Eric. THE CHILDREN OF COLUMBUS: AN INFORMAL HISTORY OF THE ITALIANS IN THE NEW WORLD. Little, 1973. Index. 371 pages.

The editor for Time, Amfitheatrof has presented the reader many insights into the Italian-American journey. The author covers a short history and culture of Italy at the time of emigration, the reasons for migration, the prejudices and barriers, and the ways the Italians overcame these problems. He describes some of the work Italians found in the New World and both negative and positive contributions of the Italians. Amfitheatrof was able to bring forth the feeling of ethnic pride Italians feel. This work will provide teachers with necessary background information on Italian-Americans.

Publisher's Weekly ++
Library Journal ++
Our Evaluation +-

DeConde, Alexander. HALF BITTER, HALF SWEET. Scribner, 1972. 416 pages. $12.00 Teacher's materials

DeConde's work wavers between a history of relations between Italy and the United States and on the other hand a history of the Italian-Americans. He devotes pages to the contributions of Italians to American life and discusses the mafia rather briefly. DeConde also looks at historical factors that have shaped Italian-American attitudes such as the Mussolini years, discrimination against the Italian-Americans in this country, and immigration quotas. Other parts of this work study American attitudes towards Italy, its culture, and its people. He also looks at how the Italians view the Americans. DeConde does not present a lot of factual information on the backgrounds of the immigrants during the late nineteenth century. Nor does he tell much about how they began their lives in America. This work may be useful because of its different perspective. New developments in one's mother country usually turned the immigrant's head homeward and influenced his actions.

Library Journal ++
Kirkus Reviews --
Publisher's Weekly +-
Our Evaluation -+

Gambino, Richard. BLOOD OF MY BLOOD. New York: Doubleday, 1974. 350 pages. $7.95. Grades 11-

Gambino's book will provide teachers with many possibilities of utilizing affective learning in the classroom. Gambino spends a lot of time emphasizing the marginality of third and fourth generation Italians. The culture of the family frequently clashes with the outside culture.

Gambino looks at the history of southern Italy and why the family became the dominant social institution. Most of the book is concerned with showing how family attitudes in relation to diverse areas such as church, sex, and the law came into conflict with new world attitudes. Gambino has captured a lot of feeling as well as knowledge for the reader in this scholarly, but rather easily read, book. He shows how the stereotypes of Italians persist and are vigorously denied by the Italian Americans.

Publisher's Weekly ++
Kirkus Reviews +-
New York Times Book Review ++
Our Evaluation +-

Grossman, Ronald. THE ITALIANS IN AMERICA. Minneapolis: Lerner, c1966. Tab. Photos. Reprods. 63 pages. $3.95 Grades 5-8

Grossman's book provides very brief summaries of early exploration, mass migration, settlement patterns, occupations, and immigrant hardships. The other half of the book is devoted to individual contributions Italians have made to this country. Teachers might wish that students get a brief background on Italian-American history before utilizing locally produced materials. The first half of this work would provide such general information. If the teacher wished to emphasize contributions, some of the photographs in this book could be reproduced for panel discussions and individual projects on individuals of Italian-American descent. Some of the figures treated at length are Fiorello La Guardia, Arturo Toscanini, Bernard DeVoto, and Enrico Fermi. However, many of the names mentioned are only treated in a sentence or two. Grossman's work does not capture the spirit of the Italian-American experience as Mangione's work does, nor is it as informative. However, in certain situations, teachers may find this book useful.

Our Evaluation -+

LoGatto, Anthony F. comp. THE ITALIANS IN AMERICA, 1492-1972: A CHRONOLOGY AND FACT BOOK. Oceana, 1973 (c1972) Tab. Bib. $5.00 (Ethnic Chronology Series)

This work emphasizes the contributions of Italian Americans. The contribution theme has been criticized by historians as an improper approach in the study of immigrants. This reference book lists facts and key source materials in chronological order. However, many important entries have been left out and unimportant ones have been included. Some of the entries are so short that the explanation of the entry is entirely unsatisfactory.

Choice --
Our Evaluation --

Lopreato, Joseph. ITALIAN AMERICANS. New York: Random House, 1970. Bib. 3.25 papertext ed. 204 pages.

Peter Rose, the general editor of this work, has been a leader in attempting to make ethnic studies an affective as well as cognitive learning experience. Lopreato, however, may not quite accomplish the affective goal in this work. The author looks at the backgrounds of the Italian immigrants, their settlement in this country, the family institution, the Padrone phenomena, and relations with other groups of Americans. All of this is done quite well, but the reader may not be able to share in the experience. The feeling captured by Handlin's The Uprooted may be missing here. Lopreato discusses various concepts such as assimilation, need for achievement, and pluralism, but he doesn't apply these concepts throughout the book. Lopreato does a good job in breaking down some of the old stereotypes. This work was well researched. Teachers will find this information valuable in their planning of units.

Social Forces +-
American Journal of Sociology +-
Our Evaluation +-

Mangione, Jerre. AMERICA IS ALSO ITALIAN. Putnam, c1969. Line Drawings. Bib. Glossary. Index. 119 pages. Grades 5-7.

This book will be a problem for all except the very best readers because while the interest level is at the intermediate grade level, the reading level is approximately tenth grade according to Mary Gover. However, the Kirkus reviewer felt the interest level was intermediate and higher, while the reading level was 5th-6th grade. Library Journal lists the grade level as 6-9. Our feeling is that the level is about 6-9. With the renewed interest in ethnicity among white groups and the author's style, grades 6-9 seems to be about right. Mangione explains why the Italians emigrated, particularly from Southern Italy. A positive aspect of this work is found in the feeling and high spirit which Mangione transmits from the immigrants to the reader. He notes the prejudices toward the immigrants and gives some of the immigrants' personal experiences in meeting discrimination and overcoming obstacles. The chapter describing the jobs Italians procured is particularly informative. The book as a whole is informative and treats a very large number of facets which were part of the Italian American experience. Students studying independently may need some help with this work. However, this work covers more aspects and is more interestingly written than Grossman's The Italians in America.

Elementary Library Collection +-
Kirkus Reviews ++
Library Journal -+
Our Evaluation +-

MINORITIES HAVE MADE AMERICA GREAT. No. 4 THE ITALIANS. (sound filmstrip) Warren Schloat - Producer, 1966. Color, 64 frames. Entire set: Negroes (2 pt.), Jews, Italians, Germans, Irish. W/ Discs, $120. W/ Cassettes $138. Grades 7-9.

This filmstrip stresses the contributions of Italians in the 18th Century and again in the 20th Century. The other major emphasis is on the great flood of Italians coming to America including their reasons for emigrating, attitudes of the native Americans, and work conditions. Teachers may wish to dispense with the audio portion and utilize the filmstrip according to their specific objectives. The teacher may wish to use this strip as a spring board for discussions on the "invisible Italian" in American history, the uprooted feelings of Italian immigrants, surviving characteristics of Italian America, the mafia, and the common goals of Italian Americans today. Some of the individuals mentioned will perhaps be unfamiliar to 7th or 8th graders (e.g., Joe DiMaggio, Frank Sinatra). The technical quality of the majority of frames is very good.

Scholastic Teacher ++
Our Evaluation +-

Moquin, Wayne. A DOCUMENTARY HISTORY OF THE ITALIAN-AMERICANS. New ed. Praeger, 1974. $15.00, $4.95 paper. 448 pages. Grades 11-

Once more, as in Makers of America, Moquin has selected articles of high quality, presented them in chronological order, and offered the reader a superior collection of documents on the Italian-American. The book is roughly divided into six parts and attempts to cover settlement, problems facing the immigrants, prejudice, crime, accomplishments, and acculturation. This work will be of most help to those teachers and students who already have some general overview of the Italian-American history. Teachers might preface this book with such an overview and conclude the unit with a discussion on pluralism and the melting pot concept.

New York Times Book Review ++
Booklist ++
Our Evaluation +-

Puzo, Mario. THE FORTUNATE PILGRIM. Lancer, 1971. $1.25 paper. 301 pages.

Here is an example of a novel which captures the problems, feelings, and aspirations of an Italian immigrant family. The primary thrust of the book is contained in the family goal which was to move out of the slums. Sometimes individual goals had to be sacrificed for the family. A novel with much feeling, teachers may wish to focus on affective learning. They also might wish to get some ideas for some classroom activities from incidents in this novel. Puzo writes in a manner which paints vivid scenes of immigrant life.

New York Times Book Review ++
Library Journal +-
New Statesman +-
Our Evaluation +-

POLISH-AMERICAN AND SLAVIC-AMERICAN RESOURCES

Annotated Bibliography

Balch, Emily Greene. OUR SLAVIC FELLOW CITIZENS. Arno Press and the New York Times, 1969. (Orig. published in 1910) Photos. Maps. Reprods. Bib. Appendix. Index. 20.00.

This work touches on most of the aspects involved in the immigration experience including European background, history of immigration, economic way of life in the New World, women working, organizations, assimilation, and a very good examination of the reasons for emigrating.

Balch is somewhat successful in capturing the human element of the Slavic immigration experience. By visiting families in both Europe and America, she was able to write a story with much feeling. From these experiences she was also able to draw conclusions on reasons for emigration, and family life in the U.S. Using various sources, she focuses in on industrial working conditions and farm life. The chapter entitled "The Question of Assimilation" will provide teachers with some new insights into this question. Teachers may want to compare the descriptions of family life in Novak's The Rise of the Unmeltable Ethnics with Balch's chapter on this subject. Davis' book on Russians and Ruthenians probably covers intergroup relations better than Balch does. This work has much more information than does Miller's book, but teachers may wish to look at only certain portions of each. The reviews of this work were almost all totally favorable.

Our Evaluation +-

Capek, Thomas. THE CZECHS IN AMERICA. Greenwood. (Orig. published in 1920) Photos. Reprods. Appendix. Index. Map. 294 pages. 16.50. Teacher's Materials.

Capek gives the reasons why the Bohemians left the old country and came to the U.S. He also spends sometime showing the areas of concentration and in other cases how Czechs were dispersed in the U.S. Much ado is made of the types of professions Czechs undertook, and Capek points out that as a group, the Czechs had the highest rate of skilled laborers and lowest rate of illiteracy. A map of the U.S. shows the distribution of the Czechs. There is also a list of communities in different states which had at least 100 Czechs around 1900-1910. Teachers will find much of the factual information that they will need from this report. Teachers may be particularly interested in the different ideological movements within this group and their concern for Bohemian freedom in Europe even though they were now part of America. Teachers may wish more recent information on the Czechs, and also some materials more aimed at affective learning. Capek stresses statistics, names of individuals, and some rather dry factual material. Teachers may wish to pick out the information most helpful and then supplement this source.

The Nation +-
Our Evaluation +-

Davis, Jerome. THE RUSSIANS AND RUTHENIANS IN AMERICA. New York: George H. Doran, 1972. Bib. Appendix. Photos. Index. Maps. 155 pages. Teacher's Materials.

Davis examines the religious, economic, and social conditions which were part of the Russian and Ruthenian life in Europe, and the nature of these conditions in the New World. This work will give teachers an insight into many of the injustices these Slavic people experienced. While the methodology of Davis' work may be questioned at times, he presents sufficient evidence that points to many individual and institutional injustices. Some minority groups such as the Irish and Jews are put in an unfavorable light at times, but on many of these occasions the writer is talking about individual reports from which generalizations should not be made. Many times such generalizations are at least inferred. If more systemmatic research had been done, perhaps many other ethnic groups would have deserved the generalizations which are at times implied. Teachers will find this work interesting in that Davis gives examples of injustices which immigrants were still facing in the economic and social areas in the 1920's. Davis can be read in about two or three hours and the teacher will find many aids for affective and cognitive learning situations. The chapter entitled "Relations with the American People" will supply teachers with examples and ideas for values clarification exercises.

The New Republic ++
American Journal of Sociology +-
Our Evaluation +-

Fox, Paul. THE POLES IN AMERICA. Arno, 1970, c1922. Maps. Photos. Bib. Index. 143 pages. 6.00. Teacher's Materials.

This work was originally part of a series which was designed to show the Americanization process at work in different ethnic groups, and specifically in the areas of social, economic, and religious life.

Fox' work was criticized for "over using" statistics by The New Republic. However, these statistics are very worthwhile because they compare social and economic conditions of the Poles with those of other groups such as the Czechs, Germans, Italians, Finns, and English.

Fox is a minister, and parts of this work are written in an interesting perspective. Fox seems to travel a middle road between pluralism and the melting pot. Teachers will find this simply-read work rewarding for its information and perhaps teachers will get some ideas for curriculum activities. Teachers will have to go to other sources for information on the last 50 years and current trends in ethnicity.

American Journal of Sociology +-
The New Republic -+
Our Evaluation +-

its unsystematic organization of chapters and its failure to really make a careful analysis of the acculturation process. From the historical perspective, Prpic begins with Croatian missionaries in Spanish America and ends with political exiles escaping from a Yugoslavia controlled by Tito. This may be the most comprehensive work on Croatian Americans available. Another source that can be consulted is Adam Eterovich's Croatians from Dalmatia and Montenegrin Serbs in the West and South. (1971)

Choice +-
Journal of American History -+
Our Evaluation +-

Wytrwal, Joseph A. AMERICA'S POLISH HERITAGE: A SOCIAL HISTORY OF THE POLES IN AMERICA. Detroit: Endurance Press, 1961. Bib. Appendix. Index. 350 pages. 6.75. Teacher's Materials.

This work has the same biographical character as Wytrwal's The Poles in America. In both works, the biographical information is in most cases very minimal. The writer also stresses the history of Poland, the role of the Polish National Alliance and Polish Roman Catholic Union in promoting both Americanization and pluralism. The concepts "melting pot" and "cultural pluralism" are analyzed. Wytrwal feels that both policies are unacceptable because they are extreme positions on a broad spectrum. The melting pot theory denies the contributions of the Polish culture which America could benefit from, and cultural pluralism denies the contributions of America and other ethnic groups which would enhance Polish-American life. Again in this book as in The Poles in America, Wytrwal stresses the contributions of individuals in all walks of life. He also deals with the major reasons why Poles left Europe and came to America. The main complaint about this work has been its lack of evaluation of the author's sources. Teachers will find this work useful in providing them with general information about Polish Americans. This work fails to capture the uprooted feelings, and hopes of the Poles. It also fails to adequately show the discrimination that Poles were subjected to. In the chapter entitled, "American Polonia During World War II," teachers are provided with a good example of why ethnic studies should be promoted in the schools even when there are no "minorities" present. The Yalta Conferences in which England and the United States gave Russia a large section of Poland were vigorously protested by Polish Americans and the Catholic World. If the American people had been more aware of the reasons and feelings underlying the Polish American protest, perhaps they would have supported the Polish Americans who only make up 3% of the population of the United States. Similar cases can be shown for justifying the study of other minority groups. A minority cannot bring about justice for itself unless they have some support from the ruling majority.

Journal of American History -+
Our Evaluation +-

Wytrwal, Joseph A. THE POLES IN AMERICA. Minneapolis: Lerner Publications, 1969. Reprods. Photos. Index. Maps. 84 pages. 3.95. "The In America Series" Grades 7-9.

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Choice +-
Journal of American History -+
Out Evaluation +-

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Journal of American History -+
Our Evaluation +-

Wytrwal, Joseph A. THE POLES IN AMERICA. Minneapolis: Lerner Publications, 1969. Reprods. Photos. Index. Maps. 84 pages. 3.95. "The In America Series" Grades 7-9.

The writer begins with a short history of Poland which emphasizes how much many Poles value freedom and independence. The bulk of the book deals with different historical periods and how Poles at different times made significant contributions to America. Wytrwal is emphasizing individual contributions and much of the book reads like a Polish-American Who's Who. However, the writer does examine some of the occupations, social organizations, publications, and church activities of the Poles.

Polish Americans are portrayed in many instances as suitable models for identification. Pluralism is promoted only in the conclusion, and sections dealing with fraternal organizations, and sections dealing with Polish American publications. The writer in general fails to analyze and describe prejudice as it has been part of the Polish American experience. The aspirations and barriers to these aspirations have been neglected; thus some of the human element is not included in this book. The greatest plus of this work is in its biographical format which points out diverse Polish contributions. However, in many instances only a minimum of biographical information is given for an individual. While the somewhat dry style of the writer would not deter those students who are already interested in their ethnic heritage, it may deter those who are not yet curious about their ethnic history. This source would be suitable for independent study as one source. It could also be used in planning a bulletin board showing the contributions of Poles.

The Instructor ++
Our Evaluation -+

Wytrwal, Joseph A. POLES IN AMERICAN HISTORY AND TRADITION. Detroit: Endurance Press, 1969. Map. Bib. Index. 485 pages. 6.75. Teacher's Materials.

This work is largely a revision of Wytrwal's America's Polish Heritage. However, the writer has left out some of the most useful chapters of the earlier work including the reasons for emigration, and the functions of the Polish Roman Catholic Union and the Polish National Alliance. Wytrwal's definition of "cultural pluralism" has been pronounced inaccurate in the reviews of this later work. Two reviews of this work report that Wytrwal's treatment of Polish Americans is "filiopietistic". The major additions in this work are biographical sketches of Vietnam war heroes, and additional and expanded sketches of other famous Polish Americans.

Journal of American History -+
English Historical Review --
American Historical Review --
Our Evaluation --

Thomas, William I. and Florian Znaniecki. THE POLISH PEASANT IN EUROPE AND AMERICA. 2 volumes. Octagon, 1971, c1918. Index. 2250 pages. 67.50. Teacher's Materials.

No teacher preparing a unit on Polish Americans should disregard this source of information. A teacher should not shy away from the monstrous size of

Cunz, Dieter. THE MARYLAND GERMANS: A HISTORY. KenniKat, 1971 (c1948) Bib. Index. Appendix. 17.50. Teacher's Materials.

Perhaps this work may help despoil some of the idealized stereotypes existing about German-Americans. At any rate, the Germans of Maryland appear to be quite different from the Pennsylvania Germans Wood describes. Readers should be aware however that Cunz is probably more interested in the American influence on the Germans rather than the other way around. Cunz covers immigration from 1640 to about 1941. Teachers will find the material reflecting American attitudes helpful. Other points of interest to non-Maryland teachers will be found in the characteristics of the Germans and the effects of the World Wars upon assimilation. Urban and rural Germans are also compared in terms of acculturation.

Christian Century +-
American Historical Review ++
Our Evaluation +-

Cunz, Dieter. THEY CAME FROM GERMANY: THE STORIES OF FAMOUS GERMAN-AMERICANS. Dodd, 1966. Photos. Bib. Index. 179 pages. Grades 5-8.

In these biographical accounts, Cunz attempts to show how some Germans have made significant contributions to America. Individuals included are John Roebling, an engineer; Wernher von Braun, a scientist; Thomas Nast, a cartoonist; John Astor, a merchant; Carl Schurz, a statesman; Friedrich Wilhelm von Steuben, a soldier; and other famous German-Americans are mentioned. The main criticism leveled at this book has been the cursory treatment of individuals. The biographies were thought to be somewhat superficial and lacking in detail. This work has also been criticized for being the improper way to study immigration. Teachers will find it possible to use such materials and supplement them in the classroom with materials found in other readings. The style and content of this particular work have been described as being "above average" in Library Journal.

New York Times Book Review --
Library Journal +-
Our Evaluation -+

Faust, Albert Bernhardt. THE GERMAN ELEMENT IN THE UNITED STATES. Scholarly, c1909. 2 volumes. Bib. Index. Maps. 605 pages. 34.50. Teacher's Materials.

These two volumes were the best source available on German-Americans at the time of their publishing. The writer gives a very interesting and detailed account of the immigration and settlement patterns in the United States. He includes the causes of emigration and settlement in different communities in the East and in the frontier. Volume II concerns itself

these volumes, because a simple glance at the table of contents will tell him where a particular topic is covered. Part III of Volume 2 will be particularly fruitful.

The real reason why this source should not be neglected is because of the countless number of letters written by Polish emigrants which have been included in Volume I. These letters and their subject matter will provide endless miles of discussions and classroom activities under the direction of a creative instructor. Teachers will be able to have the students clarify Polish values and think through the reasons for the reoccurring themes of health, spiritual life, work, money, marriage, and death.

Teachers will want to supplement this source with an overview of Polish immigration including reasons for migrating, patterns of settlement, life in urban and rural areas, goals, prejudices, contributions, etc. This general information will prepare a foundation for the more meaty learning experiences stemming from the teacher's use of the above source.

This work has long been recognized as a classic in the social sciences, therefore no reviews are mentioned here.

Our Evaluation +-

itself with German influences in agriculture, architecture, the fine arts, politics, education, journalism, and social and moral influences. In these volumes, Faust paints a rather rosy picture of German-Americans, and teachers might consult O'Connor and Wittke for a more complete story. Volume I will probably be of most use in providing necessary factual information on immigration. There is very little material here which will get at affective learning experiences. However, examples of frontier incidents, pamphlet propaganda, and German influences may provide teachers with ideas for various learning experiences.

The Bookman +-
The Nation +-
American Historical Review ++
Our Evaluation +-

Holland, Ruth. THE GERMAN IMMIGRANTS IN AMERICA. Grosset and Dunlap, 1969. Illus. Index. 61 pages. Grades 5-6.

Holland in this work emphasizes contributions German-Americans have made throughout American history. The writer begins her story with a description of German Jews fleeing Nazi Germany. Holland uses this example to illustrate why Germans might wish to leave their country. She also mentions other reasons for emigration. This work has many of the problems that other books written for children on this subject have. The work stresses contributions and thus has sacrificed a format which could stress more interesting themes. Holland does not deal with prejudice, barriers to Germans, intergroup relations, or any negative contributions. This work probably has a little more life and feeling than Kunz's Germans in America. However, teachers will find that they can produce units with more interest than either of these works. Holland does give some good examples of customs and other contributions which have been adapted by the U.S. from the German culture.

Our Evaluation -+

Kunz, Virginia Brainard. THE GERMANS IN AMERICA. Minneapolis: Lerner Publications, 1966. Photos. Reprods. Tab. 86 pages. 3.95. Grades 6-8.

This is another work which is largely concerned with contributions of an ethnic group. Many people are mentioned and their contributions are listed, but interesting details are left out. Many interesting people are noted, but before one can learn something substantial about that person, the author begins talking about someone else. In comparison to the book written by Holland, this work at least mentions negative attitudes of Americans toward German immigrants. The main criticism of this work however, is its brevity in treating topics to the point of being cursory. Teachers may wish to assign parts of this book to students so they can get some general background on German immigration and major contributions of this ethnic group. The 1966 edition has been revised so that people still living are treated fairly accurately.

Library Journal ++
Our Evaluation -+

Luebke, Frederick C. IMMIGRANTS AND POLITICS: THE GERMANS OF NEBRASKA, 1880-1900. University of Nebraska Press, 1969. Illus. Map. Tab. Bib. Appendix. 220 pages. 8.95. Teacher's Materials.

Luebke tries to show that the political behavior of Germans in Nebraska is one symptom of the assimilation process. Covering the late 19th century, Luebke shows German reactions to the political parties, prohibition, and free silver, via voting records. The writer then examines the motives behind the voting patterns. Luebke sees the main causal agent as being related to the assimilation process. One reviewer felt that this hypothesis was not sufficiently tested. Teachers in the Nebraska area may find this material helpful for examining German attitudes toward various issues. The appendix shows the number of Germans in various counties at that time.

Journal of American History +-
Choice +-
Our Evaluation -+

O'Connor, Richard. THE GERMAN-AMERICANS: AN INFORMAL HISTORY. Little, Brown, 1968. 10.00. 484 pages. Grades 10-.

O'Connor will undoubtedly be seen as a good source by some and not by others. As far as research is concerned, this work is slightly lacking its quota/ However, as a work to be enjoyed, teachers and students will enjoy the leisurely style of the writer which does not require one to suffer through the pages. O'Connor emphasizes history and contributions. He shows how German-Americans have been part of every time in history and both their negative and positive contributions. While this source reads something like a German-American Who's Who, readers will find this source to be more warmly written than other sources with the same type of format.

Library Journal -+
New York Times Book Review +-
Newsweek -+
Our Evaluation -+

Pochman, Henry A. GERMAN CULTURE IN AMERICA. University of Wisconsin Press, 1957. Index. Tab. 865 pages.

This work may be of some help to English teachers and teachers of drama who need to bone up on the backgrounds, beliefs, and talents of such people as Longfellow, Emerson, Goethe, Schiller, and Kotzebue. This work is primarily concerned with philosophical and literary contributions of Germans, and how the United States was affected by subsequent movements. This is a very scholarly book which will have limited use.

Modern Philology +-
Library Journal ++
American Historical Review ++
Our Evaluation ++

Wittke, Carl. REFUGEES OF REVOLUTION. Greenwood, c1952. Index. 384 pages. 15.75. Teacher's Materials.

Wittke's work is probably the most thorough analysis of the Germans coming to America as a result of the 1848 revolution. He begins by offering a very brief summary of the German-American experience prior to 1848. He then discusses the revolutionary fervor found throughout Europe in the late 1840's. Wittke describes the German immigrants with interesting details concerning political and economic ideologies they brought with them, and how these beliefs affected German-Americans and the United States. Wittke also notes how some of the immigrants were not able to adjust to the new life. Wittke is fairly objective in outlining the magnitude of the German contributions and he also points out some negative aspects.

Teachers will find this work useful in its description of this particular wave of German immigrants. A teacher using more general sources on German-Americans might wish to read only a few chapters of this work so that he can appreciate the intellectual climate of the forty-eighter's and the historical backdrop of America at this time in which fires were burning on issues like slavery and nativism.

Library Journal ++
Annals of the Academy of Political and Social Science ++
American Historical Review ++
Our Evaluation +-

Wood, Ralph, ed. THE PENNSYLVANIA GERMANS. Princeton University Press, 1942. Appendix. Bib. Index. 299 pages. Teacher's Materials.

This collection of readings captures both the necessary facts and also a warmth for the German-American way of life. The authors deal with a number of topics including religious persecution in Europe, religion and assimilation, personality characteristics, frontier life, contributions, and reasons why the German-American story has been neglected in the literature. Some authors also look at attitudes toward education, rural life, and various customs of the people. Many of these topics will spill over into the interests of teachers who are not Maryland residents. For example, the plight of the Mennonites and the religious diversity of the Pennsylvania Dutch will be of interest to teachers from other parts of the country.

Library Journal ++
American Historical Review ++
Christian Century ++
Our Evaluation ++

## NORWEGIAN AND SWEDISH AMERICANS RESOURCES

### Annotated Bibliography

Benson, Adolph and Naboth Hedin. AMERICANS FROM SWEDEN. Lippincott, 1950. Bib. Index. 448 pages.

This is another general work on the Swedish-American experience. The sympathies of the authors clearly lie with the Swedish-Americans. The main fault of this work lies in its rather one-sided story. However, if the teacher is aware of this, much of the information can be valuable. The authors give a general historical background which explains why so many Swedes emigrated. There is also a lot of emphasis on individuals, different settlements, and prominent Swedish Americans. The authors devote two or three paragraphs to many important individuals. A large section of the work is devoted to religion and religious education. Topics like assimilation, prejudice, and pluralism are not well covered. Teachers may also object to passages which describe the Swedes as "preferred stock" or the following: "It goes against his INHERITED INSTINCTS, for instance, to welcome a visitor without offering him something to smoke, eat or drink..." (emphasis added). In addition, teachers should be aware that this work has not been as carefully researched as some other works.

American Historical Review -+
Our Evaluation -+

Bergman, Leola. AMERICANS FROM NORWAY. Lippincott, 1950. Bib. Index. 324 pages. Teacher's Materials.

Teachers will find this work interesting to read and adequate as an information resource. Moreover, it will serve as a good introduction to settlements in localized areas such as Iowa, Wisconsin, Minnesota, and the Dakotas. Bergman's opinions on acculturation are interesting and will make the teacher reflect, particularly if the teacher is familiar with the current arguments for pluralism. Much of the work deals with individual contributions, and there are some short chapters on some outstanding personalities. A good introduction to Swedes in the U.S. However, it would have more utility for ready reference if tables of the population and maps with distribution of the immigrants had been included.

Library Journal ++
Our Evaluation +-

Blegen, Theodore C. NORWEGIAN MIGRATION TO AMERICA 1825-1860. Minnesota: Arno, 1969, c1931. Maps. Photos. Drawaings. Index. 413 pages. Teacher's Materials.

Blegen's book is generally recognized as a major reference book on Norwegian migration to the United States. This work not only tells about the immigrants coming to America; it also provides much information on Norway

and the effects of emigration upon this country. The chapters are not subdivided and it is hard to skim the reading unless one goes directly to the Index. Teachers may find that Qualey's work, Norwegian Settlement in the United States allows them to skip around more in their reading. Teachers may find the chapter "Emigrant Songs and Poems" in Blegen's book useful. One review claims that Blegen's work does not analyze the immigrant at the psychological level. Ole Rolvaags' Giants in the Earth has been suggested as a useful supplement to Blegen's first volume. This work of Blegen covers immigration from 1825 to 1860. Blegen has another work covering later immigrant experiences.

American Journal of Sociology ++
The New York Times Book Review ++
Our Evaluation +-

Blegen, Theodore C. NORWEGIAN MIGRATION TO AMERICA: THE AMERICAN TRANSITION. Northfield, Minnesota: The Norwegian-American Historical Association, 1940. Map. Reprods. Drawings. Index. Appendix.

Blegen gives various accounts of the sea voyage from Norway to America, and next he describes frontier life. However, the bulk of this work tells how Norwegians underwent change in the new country, particularly aspects such as religion, the language, and education. Teachers will be interested in accounts of everyday life and the customs and characteristics of the Norwegian Americans. Blegen has searched through Norwegian American newspapers and has found information on Norwegian reactions to the new frontier, and the civil war. Blegen also covers immigration and settlement patterns from 1860 onwards. Blegen also describes the life of Norwegian sailors and various cultural contributions of Norwegian Americans. Teachers will find this volume easier to read than Blegen's Norwegian Migration to America 1825-1860.

American Historical Review ++
Social Studies ++
Our Evaluation +-

Furer, Howard B. THE SCANDINAVIANS IN AMERICA, 986-1970; A CHRONOLOGY AND FACT BOOK. Oceana, 1973. Tab. Bib. Index. 152 pages. 5.00. Grades 9-12.

This work can be divided into three parts: 1) A chronology (84 pages), 2) Documents (53 pages), and 3) Bibliography (13 pages). Teachers may find some use for the first part of this work but it is hard to imagine what they could use it for. One way a student might make use of the chronology would be to use it as a guide when making a movie of still pictures depicting the history of Scandinavian immigration settlement, and way of life.

The documents which make up the second part of this work are much more useful. They include letters, magazine articles, songs, and excerpts from books which tell of the ethnic experience, the battle against the elements, the hopes and dreams of the settlers. After students have become generally acquainted with Scandinavian-American immigration and settlement patterns,

these kinds of documents will stimulate projects and discussions on topics like immigrant housing, common diseases, language problems, the religious leaders, and different perceptions of America by the immigrants. The bibliography is a good listing of sources useful for the teacher who wishes to find general works or material on a narrower topic. The one page index is completely made up of names.

Choice --
Our Evaluation -+

Hillbrand, Percie V. THE NORWEGIANS IN AMERICA. Minneapolis: Lerner, 1967. Photos. Reprods. Maps. Tab. Index. 78 pages. (The In America Series). 3.95. Grades 6-7.

This work stresses settlement patterns and contributions of individual Norwegian-Americans. However, the author also covers background information on Norway, reasons for emigration, early Norwegian explorations, hardships, language problems, newspapers, and centers of Norwegian culture. This work will be most useful to teachers for individual assignments. This book has one major drawback. Because it only touches briefly on different aspects, the reader will miss much of the human element or feeling involved in the immigrant and Norwegian-American experience. Teachers in the Upper Midwest will find the important name places and famous Norwegian Americans relevant for their students.

Library Journal ++
Our Evaluation +-

Hillbrand, Percie V. THE SWEDES IN AMERICA. Minneapolis: Lerner, 1967. Photos. Reprods. Tab. 80 pages. (The In America Series). 3.95. Grades 6-7.

The author describes conditions in Sweden and America conducive to Swedish emigration. The bulk of the book looks at famous Swedish-American in agriculture, business, science and technology, education, politics, medicine, entertainment, religion, and the arts. The author also briefly looks at some of the areas of settlement. This work provides a skeleton of facts upon which a teacher may wish to build. For example, a teacher might begin a unit by assigning parts of this book and then go on to develop from other sources such themes as prejudice, language problems, rural life in America, the attitude toward church controlled schools, assimilation, and the value of property. One minor drawback of this work for students working independently is that this book does not have an index.

Library Journal +-
Our Evaluation +-

THE IMMIGRANTS. (6 Cassettes and discussion guide). Mass Communications, Inc. Cassette no. 1, side A "Introduction - Robert Fritz" (29:40) and side B - Frank Gallucci (28:05). 1 cassette only $11.00 Grades _____.

The first cassette tape in this series deals with the experiences of a Swedish American, Robert Fritz (side A) and an Italian American, Frank Gallucci (side B). Robert Fritz brings out many interesting details in recounting his own immigrant experiences. His reason for leaving Sweden is one that we often do not read about in books about immigration. Family and personal problems may have been causes of emigration which will remain uncovered by historians. Fritz's description of the voyage draws out a picture of the human condition as Poles and Swedes made the best of a bad situation. Fritz's relative ease in obtaining one job right after another would be astonishing to some students. Also his continuing ability to pull up stakes and move to another state and another job seem quite adventuresome. Another interesting area for discussion is the role that Swedish church played in Robert's life. While he was not able to attend services regularly in rural Sweden, he taught religion in America and married one of his students.

After students have been provided with some background inforamtion on Swedish-Americans, teachers can use this tape or another human resource to relate the human element of the immigrant experience. Students will be able to identify with some of Fritz's experiences, especially some of his reactions to unfamiliar situations. Much of the setting of Frtiz's story takes place in New Hampshire, Pennsylvania, and Massachusetts. The audio quality of this tape is good and the speaker comes across quite clearly.

Our Evaluation +-

Janson, Florence Edith. THE BACKGROUND OF SWEDISH IMMIGRATION 1840-1930. Arno, 1970, c1931. Maps. Index. Bib. Tab. Appendix. 517 pages. Teacher's Materials.

This source will give teachers extensive information on why Swedes emigrated during the nineteenth century. Not only does it cover thoroughly the conditions in Sweden, but the "pull" of the new frontier in America is shown to have been the result of many forces. Teachers may wish to read only certain parts of this work. The introduction and first four chapters will familiarize teachers with the necessary background of Sweden in order to understand the emigration. The remainder of the book delves into immigrant correspondence, new ideologies, agricultural conditions, other economic conditions, religious upheavels and how all these affected emigration. Considering that this is a doctoral dissertation, the writing style will not be too objectionable to teachers.

The Christian Century +-
Our Evaluation -+

Qualey, Carlton C. NORWEGIAN SETTLEMENT IN THE UNITED STATES. Arno, 1970, c1938. Maps. Tab. Bib. Index. Appendix. 285 pages. Teacher's Materials.

This story of the Norwegian pioneers will provide teachers with a detailed description of the settling of various areas particularly in the Upper

Midwest, but also in Texas, the East, and the Northwest. The maps of various states are helpful in showing the distribution of Norwegians. Qualey gives reasons why the immigrants left Norway and he spends a considerable amount of time describing the reactions of Norway's citizens to reports about America. The bulk of the work however, deals with the slow westward movement of the Norwegian settlers. Settlements in Illinois, Iowa, Wisconsin, Minnesota, the Dakotas, and Michigan are discussed at length. Qualey has not included the contributions of Norwegian-Americans in this work. The text is a little confusing at times but the material has intrinsic interest. Teachers will find this material useful for local history and activities related to affective learning in so far as emigration from Norway is concerned.

American Historical Review +-
Social Studies +-
Our Evaluation +-